

Using competitive dialogue to deliver a step change in professional learning

Steve Oram, GTC
steve.oram@gtce.org.uk

and

Alan Wildsmith, Hay Group
alan_wildsmith@haygroup.com

Outline

- What is the Teacher Learning Academy and what will it be?
- What needed to be done to make the change?
- What is competitive dialogue
- What was our approach to using it?
- What happened and what did we learn?
- How did competitive dialogue help/hinder the achievement of our goals?

JUNE 07

NOW

JUNE 07

NOW

Teacher Learning Academy

- A national system of public and professional recognition for teachers' learning and the related development of their practice



JUNE 07

NOW

Teacher Learning Academy

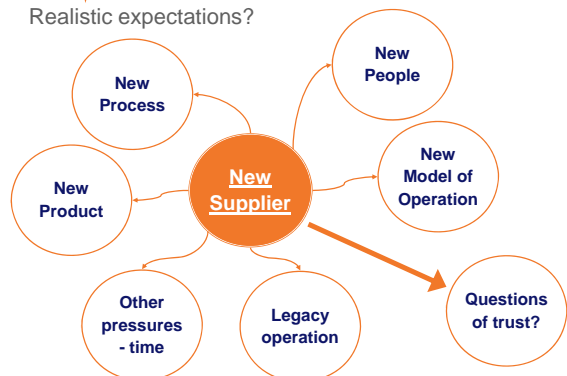
- Change objective: to create an open system in which the TLA can expand and thrive



JUNE 07

NOW

Realistic expectations?




JUNE 07

NOW


Competitive dialogue – what is it?

- Used where specifying outputs is problematic.
- Aim is to allow you to develop a specification in discussion with suppliers
- Concurrent dialogue with multiple suppliers (~3)
- Strict rules about the end of dialogue! End is the end
- It is resource hungry!


JUNE 07  NOW

Competitive dialogue – how did we approach it?

- **Aimed to build trust as well as finding answers – vision for the process itself.**

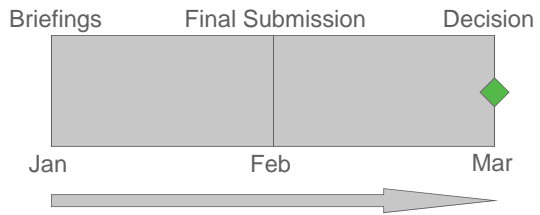


© 2008 Hay Group and the General Teaching Council for England. All rights reserved 7


JUNE 07  NOW

Competitive dialogue – how did we approach it?

- **Brutal timeline!**




© 2008 Hay Group and the General Teaching Council for England. All rights reserved 8

JUNE 07  NOW

Competitive dialogue – how did we approach it?

- **Balancing consistency and openness with disclosure of suppliers secrets /advantage – “Position Paper 3”**




GTC Initial Position
By Dialogue Subject Area
At 14th December 2007 V1.0

Partnering – External
The supplier will have and define in their proposal fair, transparent and robust arrangements for managing conflicts of interest between parties, with particular attention paid in situations where the logistics partner wishes to act as a support partner in addition.

Supplier's Clarificative Questions?

© 2008 Hay Group and the General Teaching Council for England. All rights reserved 9

JUNE 07  NOW

How did it turn out?


Resources

- It was intensive – but a short sharp shock (maybe good!)
- Some suppliers did pull out, but other simply said “this has to be done”
- Internal teams bought in informally – great help

Perceptions

- GTC got to see the inner workings of suppliers (and vice versa) – documents in draft for example.
- Set up a way of working
- Openness / sensitivity issues and some “cards up sleeves”

© 2008 Hay Group and the General Teaching Council for England. All rights reserved 10

JUNE 07  NOW

How did it turn out?


Decision making

- Hard to make decision in the end (no one perfect organisation and emotional fallout involved!) – but GTC were in a position to make a clear judgement!
- Built trust in selves (as well as others) – even where there was criticism
- There is flexibility within the structure and rules

Longevity

- Formal process of competitive dialogue – morphed in to formal mechanism for the open system “Financial Council”
- Informal dialogue never ends! Approach persists (a legacy?)

© 2008 Hay Group and the General Teaching Council for England. All rights reserved 11

JUNE 07  NOW

What were the lessons learned?

Resources


- More work on KPI's, implementation plan
- Time of year
- Rehearsal/ scenario planning of selection criteria
- Documentation requirement (PP3) is large – but needed to prevent crossed wires, and suppliers had different views on it.

Perceptions

- Tendency amongst bidders (et al?) to focus on the attractive rather than the tricky detail
- Level of detail in advice to bidders – there is no answer!

© 2008 Hay Group and the General Teaching Council for England. All rights reserved 12

JUNE 07



NOW

What were the lessons learned?

Decision making

- Realistic expectations about how informed you can be
- More formal internal buy-in?
- Decision-making can also be iterative


Longevity

- Comparison between suppliers was easier and fairer than expected – can refer back to “we made the right decision”
- Wider cascade and succession planning in both organisations
- Relationship with failed bidders

■ **The process needs investment!**

© 2008 Hay Group and the General Teaching Council for England. All rights reserved
13

JUNE 07



NOW

What were the lessons learned?

■ **One definition of collaborative relationships:**

“Investing in the relationships and behaviours of organisations in the long and short term to deliver superior project performance”

Tim Banfield, Director, National Audit Office

© 2008 Hay Group and the General Teaching Council for England. All rights reserved
14

JUNE 07



NOW



© 2008 Hay Group and the General Teaching Council for England. All rights reserved
15